

LESSON ONE

A GRACIOUS GOD AND CREATION

- *Created and Commissioned*
- *Incomplete Alone*
- *Ezer Kenegdo*
- *The Fall and the Promise*

DAY ONE

CREATED AND COMMISSIONED

Begin your study with prayer. Ask God for wisdom and understanding as we establish the foundation for our study.

Record what you know about Eve:

*Read Genesis Chapter 1 for context.
Who is made in the image of God (v 27).*

*How does this understanding of ā-dām and tselem impact how you view women?
How you view yourself?*

Should this understanding impact how you view all people and interact with them? Does it? How so?

Does the Bible teach that both females and males are necessary to rightly image God (v 27)? Give reasons for your answer.

Read Colossians 1:15.

Who is referred to as being the image of God in this example?

How should this example impact how we walk as the imago Dei?

Reread Genesis 1:26–28.

According to Genesis 1:28, what is the four-fold God-given mandate?

Ruling:

Subduing:

Being fruitful:

Multiplying:

So now that we know more about what the mandate is, to whom was the mandate given?

How is the God-given mandate seen in your life today?

End your time today by thanking God that you are made in His image. Ask Him to give you eyes to see how you interact with and esteem His image bearers.

Thank Him for incorporating you into His divine plans and purposes.

DAY TWO

INCOMPLETE ALONE

Begin your study with prayer. Ask God to open your mind and heart to better understand His intention in creating the imago Dei.

Read Genesis 1:31. What words does God use to describe His thoughts about His creation?

Read Genesis 2:1–3. Was creation complete by the end of Genesis 2:3?

Read Genesis 2:4–25 for context. This is a more detailed account of God's creation of the imago Dei.

What happened to the man in Genesis 2:8?

Write Genesis 2:18. Underline the words God used to describe how He felt about man's aloneness.

What does this meaning of the English word alone, or bad in Hebrew, tell you about the man's aloneness in relation to His ability to worship God?

What do you think is significant in God's first usage of this phrase, "not good"?

What word describes the part of man that God used to create woman?

Read Genesis 2:21-22. How does God respond to His statement of "not good."

How does this definition of side help you better understand what the original author was communicating about the creation of the woman to His original audience?

Reread Genesis 2:18. Write the two words in your English translation used to describe the woman God fashioned [designed and built].

DAY THREE

EZER KENEGDO

Pray and ask God to deepen your understanding of the ezer kenegdo and ask Him for the ability to embrace the significance of being created in His image.

Write your thoughts on what “suitable helper” means.

Read the following verses and note who is said to be the helper in each:

- *Psalm 46:4-5*
- *Psalm 121:1*
- *Psalm 54:4*
- *1 Sam. 7:7-17*

How do the original meaning of the word and the above cross-references enhance your understanding of the Hebrew word, ezer?

Pulling all we've learned in our last two days together, what do you think God intended in creation for the ezer kenegdo?

DAY FOUR

THE FALL AND THE PROMISE

Pray and ask our Heavenly Father to help us better understand His amazing grace.

Read all of Genesis 3.

Write v 6 and underline exactly where the man was when the woman was deceived.

Summarize in your own words what happened next (v 7-11).

Read Genesis 3:12-13.

What was the man's response when God asked him if he'd eaten from the tree (v 12). Read carefully and note specifically who the man blamed.

What was the woman's response when God turned to ask her what she'd done. (v 13) Did she blame anyone?

***Read Genesis 3:14-19
Who or what was cursed?***

What was the consequence of the woman's sin beyond multiplied pain in childbirth (v 16)?

State the promise given to the woman (v 15).

Why do you think God gave the promise of this seed directly to the woman? What might it have meant to her?

Is it possible that the widespread and tragic abuse, subjection, and other issues women and girls face in our world today have their roots in Genesis 3:15? Give a reason for your answer.

Before we leave the woman (first named Eve in Genesis 3:20), read Genesis 4:1 and write Eve's words after she gave birth to her firstborn son.

Could those words be related to the promise given to her in Genesis 3:15? How so?

Can you identify with Eve or her story? If so, how?

What impact will what you've learned from Genesis 1-3 have on your life?

What does Genesis 1-3 teach you about the character of God? (Don't forget to refer to the list of characteristics at the end of the book if you need suggestions.)

What does Genesis 1-3 teach you about God's esteem of women?

VIDEO NOTES

LESSON ONE

LESSON TWO

A PATIENT GOD AND THE MATRIARCHS

- *Sarah*
- *Hagar*
- *Tamar*

DAY ONE

SARAI

Pray and ask God that as we dive into the stories of Sarah, Hagar, and Tamar this week, you will better understand and rest in His complete trustworthiness.

Before starting today's lesson, record what you know about Sarai, who is later called Sarah.

Read Genesis 12:1–9. This passage covers God's call of Abram and Sarai and the initial statement of the Abrahamic Covenant.

From what city are Sarai and Abram called?

What do the archaeological findings lead you to believe about the city Sarai and Abram were called to leave?

We know that Abram and Sarai were wealthy. Do you think it would have been hard for Sarai to leave the wealth and comforts of her home in Ur? Would it have been hard for you? Give reasons for your answer.

What promises does God make to Abram in Genesis 12:1-3?

What is Sarai's obvious role in the covenant?

Read Genesis 11:30. What does the Bible say about Sarai? On the surface, how might this impact Sarai's obvious role in the covenant?

Read Genesis 12:10-20.

In summary, what happens in this story? (A similar event occurs in Genesis 20.)

How might this have impacted Sarai's role in the covenant had God not intervened?

Do you think God condoned Abram's actions regarding his wife Sarai in this passage?

Read Genesis 15:2-6 (the first reiteration of God's covenant with Abraham). What promise does God reiterate in vv 4-5?

Have you ever waited on something for a long time? If so, how long did you wait and what were you waiting for?

Read Hebrews 10:23 in The Message: "Let's keep a firm grip on the promises that keep us going. He always keeps his word."

Record what the author of Hebrews teaches us about living in hard places.

DAY TWO

SARAI AND HAGAR

Pray and ask God to help you learn from Sarai's response to her liminal space.

Read Genesis 16:1-4.

What does Sarai tell Abram to do?

How does Abraham respond?

Before continuing, record what you know about Hagar.

Reread Genesis 16:1-6.

Summarize vv 5-6 in your own words.

Read Genesis 16:7-16. Record your findings about Hagar and your reactions to this part of the story. Be sure to note who Hagar names in Genesis 16:13.

What can we learn about God's esteem of women from the fact that the first person in Scripture to name God is a Gentile woman?

Something else to consider: Does Hagar's naming God imply that she has authority over God?

What can we learn about God from His interactions with Hagar?

What does it mean to you that Hagar, the first person to name God, names Him El roi, or the God who sees.

Do you believe that God sees you and knows you by name? Does that impact your life? In what way?

DAY THREE

THE REST OF THE STORY

Pray and ask God to continue teaching you about His character and esteem of women as we finish up the story of Sarah today.

Read Genesis 17:15-21.

Describe the scene in your own words.

How many times does God refer to Sarai, now named Sarah? What does He call her?

Read Genesis 18:9-14.

When did Sarah laugh to herself, and how did the LORD know she laughed if her laugh wasn't out loud (v 13)?

I am persuaded that the promise was intentionally spoken so Sarah could hear it for herself. What does this teach us about God and His esteem of Sarah?

Write Genesis 18:14 below.

Read Luke 1:37. This statement is first spoken to Sarah in her liminal space but is recorded multiple times in the Bible. How does this statement minister to you?

Read Genesis 23:1-20. Why do you think this passage about Sarah's final resting place is recorded in the Bible?

***Read Hebrews 11:11.
What did you learn about Sarah?***

What have you learned this week about God?

What does this story reveal about God's esteem of women?

Now that you know more about Sarah and Hagar, can you relate in any way?

How will you apply what you've learned?

DAY FOUR

TAMAR

Pray and ask God to help you lay aside any preunderstandings and give you fresh biblical insights about Tamar and the significance of her story.

Before starting today's lesson, record what you know about Tamar.

Read Genesis 38:1-12.

What happened in vv 6-7?

What happened in v 8-9?

Read Genesis 38:12-23.

What happened in v 12?

Record the interactions between Onan and Tamar and God's actions due to Onan's heinous behavior (vv 9-10).

Record Judah's instruction to Tamar and note why he said it (v 11).

What did Tamar do when she heard the news (v 14)?

Do you think the levirate law, combined with the long period Tamar had lived as a widow (v 12), could have influenced her decision to approach Judah in vv 13-19?

Read and write Genesis 38:14-16.

List the following: How Tamar was dressed, what she did, and what Judah did.

What happened in vv 17-18?

Read Genesis 38:24-26.

What happened in v 25 and how does Judah respond?

Record Judah's statements at the end of v 24, then record his statements in v 26.

Was there a change in Judah's attitude from v 24 to v 26?

***At the risk of stating the obvious, Genesis 38 falls between Genesis _____
and Genesis_____.***

***Based on what you've learned today who did God use to bring about this change
in Judah?***

Read Genesis 38:29–30. What were the names of Tamar’s twins?

Read Ruth 4:16–22. The line of King David is mentioned here. Check out v 18. Who is the father of this line?

Read Matthew 1:3 and record what you learn about Tamar in this verse.

What have you learned from Tamar’s story about the character of God?

What have you learned from Tamar’s story that proves God’s esteem of women?

Can you identify with Tamar in any way?

What have you learned from Tamar's story that impacts your life? How will you respond?

VIDEO NOTES

LESSON TWO

LESSON THREE

A FAITHFUL GOD AND EXODUS WIVES

- *Shiphrah and Puah*
- *Jochebed and Pharaoh's daughter*
- *Miriam*
- *The Daughters of Zelophehad*

DAY ONE

SHIPHRAH AND PUAH

Pray and thank the Lord for the courage of the women in Exodus who placed their lives in God's hands and acted boldly in the face of dangerous situations, and ask Him to help you learn from their example.

Before starting today's lesson, record what you know about Shiphrah and Puah.

Read Exodus 1:1-22.

According to vv 15-16, who spoke to the Hebrew midwives, and what did He tell them to do?

According to v 17-19, what happened next?

According to vv 20-21, how did God respond to Shiphrah and Puah's trustful obedience?

Do you believe God held Shiphrah and Puah in high esteem?

What have you learned from this story about the character of God?

Can you relate to Shiphrah and Puah's situation or actions?

What did you learn from the story of Shiphrah and Puah to apply to your own life?

Read v 22. What was Pharaoh's new plan?

DAY TWO

JOCHEBED AND PHAROAH'S DAUGHTER

Pray and ask God to remind you that He is always at work, even in the midst of oppression and danger, showing that nothing is outside of His control.

Before starting today's lesson, record what you know about Jochebed and Pharaoh's daughter.

Jochebed

Read Exodus 2:1-10.

Describe vv 1-3 in your own words.

How did Jochebed, Moses's biological mother, play a role in his deliverance?

How do you think God used Jochebed during this pivotal time in Moses's life?

Read Hebrews 11:23. Whom does this verse allude to?

Pharoah's Daughter

Read Genesis 2:5-6

How did God use Moses's adoptive mom, Pharoah's daughter, to play a role in Moses's deliverance?

Read Acts 7:21–22. This is the account of the stoning of Stephen. Who does Stephen mention in v 21 and what credit does he give her in v 22?

What do these stories teach us about God's sovereignty over all things?

What do these stories teach us about God's esteem of women?

What did you learn from the examples set by Jochebed, Pharoah's daughter, and Miriam that apply to your life?

DAY THREE

MIRIAM

Pray and ask God to help you embrace your role in His divine story, just as Miriam did. Before starting today's lesson, record what you know about Miriam.

Read Exodus 15:20-21.

How is Miriam described in v 20?

What is Miriam doing in vv 20-21?

In what way did God use Miriam in this story?

Read Micah 6:4.

What did the prophet Micah say about Miriam?

What can we learn about God from His dealings with Miriam?

Do you think God esteemed Miriam? Why or why not?

Can you identify with Miriam? If so, how does her story, including God's response to her after her poor decision, speak to you?

Record any specific steps you'd like to take as a result of what you've learned about God or about Miriam.

DAY FOUR

THE DAUGHTERS OF ZELOPHEHAD

Pray and ask God to show you how precisely He included women as central figures in His Word.

Before you start today's lesson, record what you know about the daughters of Zelophehad.

Read Numbers 26:33. Does Zelophehad have any sons?

Read Numbers 27:1-2. What did the daughters do in v 2?

Might standing before such a formidable group be intimidating for Zelophehad's daughters?

What could have given them the chutzpah, to use a Jewish term, to stand up confidently in this situation? (Hint: It wasn't because their father made them feel less important for being daughters instead of sons.)

According to vv 3-4, what did the sisters ask for?

According to v 5, how does Moses react?

According to v 6-8, What was God's response to the daughters' request?

Instead of being upset with the sisters, God said they were _____ (v 7).

What does this story teach you about God and about His esteem of women?

What have you learned from these five daughters that you will apply to your life?

What about you? Can you see evidence that God has designed you for the ways He is working through you? If so, take some time to reflect and record those examples here. If not, start watching for them. I promise, based on the authority of God's Word, they're there, waiting to be discovered.

VIDEO NOTES

LESSON THREE

LESSON FOUR

AN ALL-POWERFUL GOD AND COURAGEOUS WARRIORS

- *Rahab*
- *Deborah*
- *Jael*
- *The Song of Deborah*

DAY ONE

RAHAB “THE HARLOT”

Pray and ask God to help you recognize His willingness and ability to transform lives and use anyone He chooses for His divine purposes.

Before starting today's study, record what you know about Rahab.

Read all of Joshua 2 and describe the story. Note Rahab's profession, nationality, and other significant details about her.

Now record Rahab's courageous actions and statements of faith in God, noting the names she uses for God in vv 9-11.

Go back to Joshua 2:12–13. How many facts did Rahab know about this covenant-making, covenant-keeping, personal God before placing her life and the lives of her family in His hands (vv.12–13)?

***Read Joshua 2:23–24.
What did the spies report to Joshua?***

Have you heard those words before in this story? From whom?

Reread the story if necessary and note all the named characters in Joshua 2 besides Rahab. List them here.

Record what the Bible says about Rahab in these passages: Joshua 6:25

Matthew 1:5

Ruth 4:16-22

Hebrews 11:31 (the Biblical Hall of Fame)

James 2:25

Why do you think the Bible continually refers to Rahab as Rahab the Prostitute even though she left her old life behind when the walls of Jericho fell?

How has this story impacted you?

What does it mean to you that Rahab, the brave, intelligent, faith-filled, compassionate, former lying pagan prostitute, is known by name and loved by the covenant-making, covenant-keeping personal God of all and used by Him in His plans for the world?

Record your thoughts on this awesome truth.

DAY TWO

DEBORAH

Pray and ask God to help you find inspiration in these stories to step courageously into the roles He has for you.

Before starting today's study, record what you know about Deborah.

Read Judges 4:1-16 for context.

Explain the setting of this story (vv 1-3 and Judges 5:6-7).

Life for Israel had shut down. People were even afraid to leave their homes. Have you ever felt afraid to leave your home for any reason?

According to v 4, Deborah was a _____, _____ and a _____ at this time.

In v 5, we see that people came to hear Deborah's judgments. What does this tell you about the people's understanding of Deborah as a judge? Did they trust Deborah? Did they respect her position?

Describe a traditional explanation for why Deborah, a woman, was chosen as a judge in Israel rather than a man.

According to v 6, is there a strong man available? (Note how many men Barak commanded).

Read Judges 4:6-9. Summarize the story. Note specifically Deborah's words to Barak.

Did Deborah literally go into battle with Barak?

How was Deborah fulfilling her God-given mandate?

What have you learned from the story of Deborah about God and His thoughts on how women can serve Him?

DAY THREE

J A E L

Pray and ask God to help you see how He empowers individuals even in the face of overwhelming odds.

Before starting today's lesson, record what you know about Jael.

Read Judges 4:15-24. This is the battle that was heating up in yesterday's lesson. Why were the Canaanites defeated (vv 15-16)?

Who did that? Note the way that name is spelled in v 15.

Describe what happened after the LORD routed Sisera and all his chariots (vv 17-20). To where did Sisera flee?

Who went out to meet Sisera as he approached the camp (instead of cowering in her tent in fear)?

What did Sisera ask for and what did Jael provide for him?

Reread v 21. Who killed Sisera? Was it an accident?

Read Judges 4:22-24. Describe the scene.

Read Hebrews 11:32. Who is mentioned here?

Why do you think he is mentioned? (Who routed the army? Who killed the enemy's general? Not Barak, so what did he do that deserves mentioning in Hebrews 11)

Record your thoughts on how this story impacts your ideas of biblical womanhood and manhood.

What have you learned from the example of Barak?

DAY FOUR

THE SONG OF DEBORAH

Pray and ask the powerful God to show you how He might work in your life today as you learn more about this story.

*Before starting today's lesson, read all of Judges 5.
Note again the state of Israel during Deborah's time (v 6-8).*

What happened in verse 7 that started to change that?

What happened to the Kishon River in vv 20-21? How would that have impacted chariots made of iron?

Count the number of times the word LORD (which we know is the covenant-making, covenant-keeping, personal God of Israel) and the pronouns referring to the LORD appear in this passage. Record that number here.

What does that tell you about this battle and this chapter in Judges?

What hinders you from jumping into the battles around you?

Record one specific thing you will work on this week that so that you don't forfeit the joy of seeing God work through you.

What do the stories of Deborah, Jael, and Barak teach us about God?

How do these stories reflect God's esteem of women?

Can you identify with Deborah, Jael, or Barak in any way?

What have you learned from the examples of Deborah or Jael?

What have you learned about the blessed alliance from our study in Judges 4-5?

VIDEO NOTES

LESSON FOUR

LESSON FIVE

A LOYAL GOD AND WISE GUARDIANS

- *Hannah*
- *Song of Hannah*
- *Abigail*
- *Huldah*

DAY ONE

HANNAH

Pray and ask God to use Hannah's examples of earnest prayer, faithful commitment, and complete surrender to the Lord to challenge you to do the same.

Before starting today's lesson, record what you know about Hannah.

Read 1 Samuel 1:1-18 and summarize the story, noting the main characters and Hanna's feelings about their interactions (v 10).

Record the repeated words in the passage. (Remember what we've already learned about this word LORD vs. Lord)

Knowing the position of this chapter (between the judges and the kings), why do you think Samuel chose to repeat the words “the LORD” throughout the passage?

Amid all this, we find Hannah, tormented by her rival and in deep distress, pouring out her heart to God (v 15) in the tabernacle. Which is, by the way, always the best response when we are overwhelmed or in distress. How does God respond to Hannah’s distress? (Is there any indication in the story that He is angry with her?)

Record Hannah’s vow in v 11. Note her name for God in v 11 and the first specific word used in her request.

Why do you think Hannah chose this specific word?

DAY TWO

HANNAH'S SONG

Pray and ask God to teach you from His Word so you can sing profound songs of praise to God.

Before starting today's lesson, read 1 Samuel 2:1-10. This is known as the song of Hannah. There is much to observe in this song about God's faithfulness and to note about its messianic implications.

Who does Hannah refer to at the end of v 10?

Where do you think Samuel learned to follow God? Remember Jochebed and Moses?

What can we learn from Hannah's story about the LORD?

Did God esteem Hannah? How?

Can you identify with Hannah in any way?

What have you learned from Hannah's story today that impacts your life? How will you respond?

DAY THREE

ABIGAIL

Pray and ask God for the intelligence of Abigail to discern how you should fulfill your God-given mandate.

Before starting today's lesson, record what you know about Abigail.

Read 1 Samuel 25:2-4. What does the Bible say about Abigail in v 3?

Read 1 Samuel 25:18-31. What do you notice that speaks to Abigail's intelligence?

She also shows her intelligence concerning David's future (vv 30–31). What does she say to David that reflects this fact?

Did God use Abigail's intelligent actions to prevent David—future King David—from making a horrible decision?

Read 1 Samuel 25:32–35. What was David's response to Abigail?

What do you think King David's willingness to listen to Abigail's intelligent counsel says about his esteem of Abigail?

How did God's gifting and equipping Abigail for this particular purpose help protect the line of the promised seed?

To close our story with some poetic justice, read vv 37–38. What happened to Nabal?

What can we learn about God from this story?

What can we learn about God's esteem of women?

Are there any parts of Abigail's story that resonate with you?

How does what you've learned about God and Abigail impact your life?

DAY FOUR

HULDAH

Pray and ask God for the boldness to speak His truth when you are given the opportunity. Before starting the lesson, record what you know about Huldah.

Read 2 Chronicles 34:1-21. Answer the following questions.

Who was the king of Israel at this time?

What was the king doing in the nation according to vv 3-8?

Write v 14.

After that, the book was taken to King Josiah and read to him. How did Josiah respond? (v 19 and v 21)

Read 2 Chronicles 34:22–33. The king’s council did what Josiah asked them to do. To whom did this group turn for council (v 22)?

How did Huldah respond to the king’s men (v 23–28)?

What happened as a result of Huldah’s words (v 29–33)?

Do you know which generation in Israel benefited from the nation’s return to God, led by Josiah, following the words of Huldah?

How did God use Huldah and Josiah in the blessed alliance to kibosh the chaos in their world in the face of the imminent captivity of their people?

How does Huldah's story shape our view of God and His esteem of women?

Can you identify with Huldah in any way?

How does the story of Huldah and God's esteem of her impact you?

VIDEO NOTES

LESSON FIVE

LESSON SIX

THE PROMISED SEED AND HERALDS OF THE FIRST ADVENT

- *Jesus, Genealogies and Elizabeth*
- *Mary of Nazareth*
- *Anna*
- *Jesus's Disciples*

DAY ONE

JESUS, GENEALOGIES, AND ELIZABETH

Pray and ask God to open your heart and mind as you explore Jesus's esteem of women and His reestablishment of God's plan for the imago Dei.

Before starting today's lesson, read Matthew 1:1-6, 16.

Record the names of the women mentioned.

Read Jeremiah 22:28-30.

Who is listed in these verses, and what is said about Him?

Think back a few weeks. Do you remember a group of women who asked for changes to the inheritance laws of Israel to honor their oddly named father? Record what you remember.

What does this teach you about God's sovereign control over all things?

Elizabeth

Record what you know about Elizabeth.

Read Luke 1:5-6 and describe Zacharias and Elizabeth.

Read v 7. What was the issue with this couple?

DAY TWO

MARY OF NAZARETH

Pray and ask God to open your heart and mind to more fully understand Mary's unique role in His redemptive plan and inspire you with her faith and courage to embrace your own calling.

Before starting today's lesson, record what you know about Mary of Nazareth.

Read Luke 1:26-38.

What does Gabriel announce to Mary in v 31?

Note what is said in v 37. Have we seen this statement before? Where?

Read v 34. Record Mary's question to Gabriel.

Read v 38 and record Mary's words.

Read Luke 1:39-45.

According to v 40, Mary greeted Elizabeth. What two things happened in v 41 after Mary merely said hello?

Elizabeth was filled with_____ (v 41).

Reread Luke 1:42-45; what did Elizabeth say to Mary in these verses (with a loud voice, I might add)?

v 42

v 43 (Note specifically what Elizabeth called Mary and what that meant.)

v 45

Read Luke 1:46–56 and think about Mary’s profound theology and deep humility in this song. Record some things Mary said in the Magnificat that would indicate her deep understanding of God’s Word.

Did you notice any similarities to Hannah’s prayer from 1 Samuel 2? Record those similarities.

DAY THREE

ANNA

Pray and ask God to help you learn from Anna's example and take God at His word.

Before starting today's lesson, record what you know about Anna.

Read Luke 2:36–38 and answer the following questions.

How old was Anna when she saw Jesus in the temple?

Describe Anna's life after she became a widow.

Would you say that Anna's life was full and meaningful?

If you've faced disappointments in life like Anna, has your life been full and meaningful? Can it be? Give reasons for your answer.

How did Anna respond when she saw Jesus?

What have you learned in our study this week about the character of God and how He esteems women?

How do the interactions of Mary and Elizabeth and the actions of Anna remind us of God's esteem of women?

Can you identify with Mary, Elizabeth, or Anna's life or giftings in any way? How so?

How will these stories and what you learned about God and His esteem of women impact your life?

DAY FOUR

JESUS'S DISCIPLES

Pray and ask the Lord to give you eyes to recognize the vital contributions of Jesus's disciples and to open your heart to the lessons He wants to teach you through their lives.

Before starting today's lesson, list the names of the women you remember who traveled with Jesus and record what you know about them.

Read Luke 8:1-3.

Who are the women listed here, and what are their contributions to Jesus and His ministry?

Does Jesus ever reprimand them for leaving their safe and secure homes to follow and support Him?

Are there any other sources of income for Jesus and His disciples recorded in the Bible?

Is Jesus reluctant to allow women to support His ministry? What does this teach you?

Read Matthew 27:55-56 and Mark 15:40-41.

Who are the women listed here, and what are their contributions to Jesus and His ministry?

What does this indicate about Jesus's female disciples?

Read Matthew 28:1, Mark 16:1-4, Luke 24:1-3, and John 20:1-18, and note to whom the risen Christ first appeared.

For clarity, how many of the four gospels include the truth that women were the first to hear the news of Jesus's resurrection?

How much trust and esteem does that convey?

Reread John 20:15. Record the first word Jesus spoke after the resurrection.

Reread John 20:11-18 and summarize.

How do these passages throughout the Gospels impact your view of Jesus's esteem of women?

VIDEO NOTES

LESSON SIX

LESSON SEVEN

THE PROMISED SEED AND LOYAL DISCIPLES

- *Mary of Magdala*
- *The Samaritan Woman at the Well*
- *Mary and Martha*

DAY ONE

MARY OF MAGDALA

Pray and ask God to help you be open to receiving fresh insights about this loyal follower of Jesus.

Before starting today's lesson, record what you know about Mary of Magdala.

Read the following passages and record what the gospel writers said about Mary of Magdala:

Luke 8:1-2

Matthew 27:55-56

Read Matthew 27:61

Where in the Bible is it recorded that Mary of Magdala was a prostitute?

Read John 20:17. What does Jesus tell Mary Magdalene to do?

What can we learn about Jesus and His esteem of women from our study of Jesus's disciples, especially Mary of Magdala?

Can you identify with Mary of Magdala in any way?

How has what you've learned about Jesus, and Mary of Magdala impacted you?

DAY TWO

THE SAMARITAN WOMAN

Pray and ask God to help you see the life of the Samaritan woman through His eyes and to understand the significance of her role in God's plans and purposes for the world.

Before starting your study, record what you know about the Samaritan woman.

Read John 4:3-6 and write v 4 below.

Read John 4:7-45 and summarize the story in your own words.

What verses from John 4 hint at her sinfulness?

Do you think these verses have to be interpreted to mean that she was a sinner?

Read John 4:25–26. Describe the exchange in your own words.

Read John 4:28–30 and 39–42.

How does the Samaritan woman respond to Jesus's words?

How did the village respond to the words of the woman?

This is the blessed alliance on full display! Who represents the blessed alliance in this story (and the first evangelist)?

What does this story teach you about why Jesus had to go through Samaria (v.4)?

What does this story teach you about Jesus?

How does this story reveal Jesus's esteem of women?

Can you identify with the Samaritan woman in any way?

How does what you've learned today impact your own life?

DAY THREE

MARY AND MARTHA (LAZARUS)

Pray and ask God to continue teaching you about your unique design and gifts.

Before starting this section, record what you know about Mary and Martha.

Lazarus Come Forth! (John 11:1-35)

Read John 11:1-6.

What does Jesus say when He learns that Lazarus is sick (v 4)?

Would you say that Jesus has a purpose for delaying His trip to the sisters in this story?

Does the Bible teach that Jesus loved the sisters in this passage?

According to v 6, knowing Lazarus is sick and his sisters are worried, what does Jesus do?

By staying away after hearing Lazarus is gravely ill, do you think Jesus displays love or esteem for Mary and Martha?

Read John 11:14-17 and summarize what had happened by this point.

The story goes to great lengths to show that Jesus is the resurrection and the life (v 25) and to give Martha, a woman, a key role in making that truth known. What was Jesus's question to Martha (v 26)?

What was Martha's immediate response (v 27)?

What does Martha's confession reveal about who she knows Jesus to be?

Why do you think Jesus was deeply moved and wept? (Hint: It is not because Lazarus is dead. He knows He will raise Lazarus).

Read vv 38–44. Record what happened.

DAYS FOUR

MARY AND MARTHA (THE ANOINTING)

Pray and ask Jesus to open your heart to help you understand the significance of Mary's worship and to fill you with the same spirit of love and devotion.

Before starting today's lesson, read John 12:1-8.

When did this story take place, and where was Jesus at the time?

What was Martha doing in this passage?

What happened in v 3?

What does this reveal about Mary's understanding of Jesus's identity?

What happened in vv 4-6?

How did Jesus respond to Judas's statement?

What does Jesus allowing Mary to anoint Him at this critical juncture in Scripture reveal to you about Jesus's inclusion of women in His plans and purposes for the world?

What have you learned about Jesus in the Mary and Martha stories?

What have you learned about His esteem of women in the Mary and Martha stories?

Can you identify with Mary or Martha in any way?

How will the lessons you've learned about Jesus and His esteem of women from the stories of Mary and Martha impact your life?

VIDEO NOTES

LESSON SEVEN

LESSON EIGHT

AN EMPOWERING GOD AND THE EARLY CHURCH

- *Phoebe*
- *Priscilla*
- *Junia*
- *Lydia and the Philippian Slave Girl*

DAY ONE

PHOEBE

Pray and ask God to use this study of women of the early church to equip you to see that God designs and empowers women to serve Him.

Before starting the lesson, record what you know about Phoebe.

*Read Romans 16:1-2.
What did Paul call Phoebe?*

What else does Paul say about Phoebe in these verses?

What words does Paul use to exhort the church in Rome to welcome Phoebe?

List all the other named deacons of the early church.

How do Paul's words about Phoebe reflect what we've learned about God's esteem of women?

What do these passages teach us about God and His esteem of women?

Can you identify with Phoebe in any way?

What have you learned about Phoebe that impacts your life? Record how you plan to respond as a result of what you've learned.

DAY TWO

PRISCILLA

Pray and ask the Lord to inspire you to courageously step into your designs and giftings with confidence and grace.

Before starting today's lesson, record what you know about Priscilla:

Read Acts 18:1-11 and 1 Corinthians 16:19-20. Where were Priscilla and Aquilla when they facilitated this church?

Read Acts 18:19 and 2 Timothy 4:19. Where were they when they facilitated this church?

Read Romans 16:3-5. Where were they when they facilitated this church?

***Read Acts 18:24–26.
Describe the problem in vv 24–25.***

What did Priscilla and Aquilla do in Acts 18:26 to remedy the problem?

Whose name is mentioned first in v 26?

Did Apollos accept Priscilla's instruction without reservation?

Did the writer of Acts, Luke, or Aquilla criticize Priscilla for having taught a man?

Did Paul ever criticize Priscilla for this?

Is there a record anywhere in Scripture that Priscilla's actions displeased God?

Why is this important to note?

Is God's original intention playing out in this story in Acts 18? Is there a blessed alliance here?

Read Romans 16:3-5.

What words does Paul use to describe Priscilla (and Aquilla) in v 3?

If Paul called people fellow workers, what would it mean that they are doing alongside Paul?

Now that we have the names down, read Romans 16:1-15 and record some of the things Paul said about these women that stand out to you.

What do Paul's interactions with Priscilla and his other fellow workers teach us about his and, more importantly, God's view of women in the early church?

Can you identify with Priscilla or any of the other fellow workers Paul mentions in Romans 16?

How does this truth impact you?

Let's end today by looking at v 7. Who is listed in v 7 as "outstanding among the apostles"?

DAY THREE

JUNIA

Pray and ask God to help you uncover what the Bible teaches about the depth of Junia's influence in the early church, and to inspire you to recognize and step into your gifts and callings.

Before starting today's lesson, record what you know about Junia.

Read Romans 16:7. List the four things Paul said about Junia (and Andronicus).

1.

2.

3.

4.

Let's take them one at a time.

What does it mean that Paul calls Junia and Andronicus his "kinsmen"?

What about "fellow prisoners"?

Who were "in Christ before him"?

Who are "outstanding among the apostles"?

What do you think the word apostle means?

Read the following verses and record who is listed as an apostle in each.

Acts 14:14

1 Thessalonians 2:6

What have you gleaned from those verses to help you better understand God?

What have you gleaned from these verses about Junia's role?

How does God esteem Junia?

How has this story impacted you?

How is God calling you to respond?

DAY FOUR

LYDIA AND THE PHILIPPIAN SLAVE GIRL

Pray and ask God to allow Lydia's entrepreneurial spirit and the slave girl's true words to serve as powerful reminders for you to embrace your God-given role in His plans and purposes for the world.

Lydia

Before starting today's lesson, record what you know about Lydia.

Read Acts 16:1-13 for context. Here God used a dream to redirect Paul's plans to take the gospel east and directed him to go instead to Macedonia.

If Paul was not to go east, in which direction would he go?

Reread Acts 16:11-15 and write down what you learn about the first person Paul met on this new westward journey.

Where was Paul when this story occurred (v 12)?

What happened first (v 13)?

List what you learned about Lydia in v 14. Where was she from? What did she do?

What happened as a result of the Lord's opening of her heart (v 15)?

What could this new westward direction mean for the expanding church?

What if Paul had continued his plan of taking the gospel east? How might that have changed things for women in either direction?

What have you learned about God from this story?

What do you think Lydia's story teaches about God's esteem of women?

Can you identify with Lydia?

What have you learned from Lydia's story that impacts your life?

How will you respond?

The Philippian Slave Girl

Before going further, record what you know about the Philippian slave girl.

Read Acts 16:16-18.

What did the slave girl continually cry out (v 17)?

What can we learn about God from the story of the Philippian slave girl?

What can you learn about His esteem of women in how He esteems her?

Is there anything in her story that challenges or inspires your life?

How will you respond?

What have you learned from your studies about women in the New Testament that encourages or equips you to engage with God's redemptive plans and purposes for the world?

VIDEO NOTES

LESSON EIGHT

LESSON NINE

THE UNCHANGING GOD AND YOU

Pray and ask God that, as you reflect on the truths from our study that resonate most deeply with you, they will impact and change you for His glory.

Before starting today's lesson, consider what you have learned about God over the past few weeks. Which characteristic of God or aspect of His esteem of women has resonated with you the most? Why?

Reflect on the women we have studied in the Word. Which story or stories have impacted you the most? What aspects of those stories stood out to you?

Why do you think God has revealed these truths to you?

Read 1 Timothy 4:14.

What instruction did Paul give to Timothy?

Thank God for the way He designed and gifted you.

Ask Him to lead or continue leading you to the ways and places He is calling you.

Thank God for all He is and has done—for the things He's shown you in this study and is showing you this week.

Make the commitment! If God is calling you to something specific, use the space below to write out your response to Him.

VIDEO NOTES

LESSON NINE

